



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3633 E Thunderbird Road, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Ibi Davila Haghighat
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 838
Web Address :
Phone Number : (602) 493-6140
Fax Number : (602) 493-6146
E-mail : ihaghighat@pvusd.k12.az.us

Mission

The Indian Bend staff pledges to provide a safe and healthy environment where students feel empowered to take the risks that will enable them to achieve a lifelong love for learning. All the adults in our community expect our students to strive for academic achievement and to show respect and tolerance for others. Our mission is to nurture and develop responsible, self-sufficient students who will become productive and contributing citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Using the collaborative process and the aligned curriculum, Indian Bend will develop a plan that will raise student achievement in reading, mathematics and language arts.
- ü By using flexible grouping, students are placed in reading and math groups and are taught skills which they have not mastered. Every quarter students are reassessed and placed in new groups based on their academic gains.

Enrollment

October 1, 2003 School Year Student Enrollment : 795
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 39

Instructional Programs

- ü Title I & ESL Full-day Kindergarten
- ü Gifted
- ü On-site Special Education
- ü Make Your Day Citizenship Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We have high academic expectations and we have confidence that all students can and will put forth their best effort. Our Citizenship Program's fundamental rule is 'No one has the right to interfere with the learning, safety or rights of others'.

Parents

Our expectation of parents is that they support our programs and help their children to grow both academically and emotionally.

Transportation Policy

All students at Indian Bend live within walking distance of the school. Kindergarten students receive bus service if they live more than one half mile from campus. Some students receive bus service because they live west of the Squaw Peak Parkway.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü A+ School Top 10	1985
ü A+ School Top 10	1986
ü A+ School Top 10	1987
ü A+ School #1	1988

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2710	75509	100	100	100	515	538	521	11	7	13	29	17	23	37	34	33	23	42	31
All Students (Prior Year)	127	2687	75372	100	100	100	533	538	523	2	4	9	23	19	25	37	36	36	39	42	30
Female	70	1339	37013	100	100	100	511	538	522	12	7	12	31	17	24	40	36	33	17	39	31
Male	52	1369	38430	100	99	99	521	539	521	9	8	14	28	16	22	32	32	33	32	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	51	599	30486	100	99	99	508	512	505	14	16	18	33	25	29	35	34	32	19	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	61	1908	35192	98	99	99	520	543	534	8	6	8	27	14	19	38	34	35	27	46	39
Students with Disabilities	11	393	9708	100	100	100	484	511	489	11	20	32	44	22	27	44	30	24	0	28	17
Students without Disabilities	111	2317	65801	99	99	98	518	542	525	11	6	11	28	16	23	36	34	34	25	44	33
Limited English Proficient Students	NC	315	16928	NC	89	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	72	871	36411				507	513	503	15	16	19	31	24	29	33	37	32	21	23	20
Non-Economically Disadvantaged	50	1839	39040				527	546	534	4	5	8	27	14	19	42	33	34	27	48	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2702	75492	100	100	100	517	528	519	11	7	12	19	12	16	49	49	47	21	32	24
All Students (Prior Year)	126	2699	75221	100	100	100	523	532	523	2	4	8	16	11	16	67	57	56	15	28	21
Female	70	1335	37014	100	100	100	521	531	523	8	6	10	17	10	15	52	49	48	23	35	27
Male	52	1365	38400	100	99	99	512	525	516	15	9	14	21	13	17	45	49	47	19	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	51	595	30438	100	98	99	507	511	508	16	16	17	19	18	21	58	50	47	7	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	61	1906	35177	98	99	99	527	531	528	7	6	8	17	10	13	43	49	49	33	35	31
Students with Disabilities	11	390	9707	100	100	100	474	505	495	56	24	33	22	17	21	22	41	33	0	18	13
Students without Disabilities	111	2312	65785	99	99	98	521	531	522	7	5	10	18	11	16	51	50	49	23	34	26
Limited English Proficient Students	NC	312	16905	NC	88	100	NC	461	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	72	867	36302				511	511	507	15	16	18	19	18	21	51	50	46	15	17	14
Non-Economically Disadvantaged	50	1835	39164				527	533	528	4	5	8	18	10	13	47	49	48	31	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2688	75053	98	99	99	607	634	597	7	4	7	13	8	12	69	74	72	11	14	9
All Students (Prior Year)	125	2644	73654	99	99	99	533	541	530	3	4	9	13	8	13	79	78	70	5	10	7
Female	70	1334	36872	100	100	99	622	656	621	6	3	5	12	6	9	65	72	74	17	19	12
Male	50	1352	38109	96	98	99	585	611	573	9	4	10	13	10	14	76	76	69	2	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	50	591	30235	98	98	98	595	586	575	2	6	9	19	12	14	74	78	70	5	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	60	1896	35028	97	99	99	624	642	613	8	3	6	10	7	10	66	74	73	15	16	11
Students with Disabilities	11	385	9625	100	100	100	469	574	530	44	12	21	22	19	21	33	62	55	0	7	4
Students without Disabilities	109	2303	65428	97	98	98	619	642	604	4	3	6	12	6	11	72	76	73	12	15	10
Limited English Proficient Students	NC	309	16765	NC	87	100	NC	563	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	71	860	36077				594	581	566	6	8	10	15	14	16	70	72	69	9	6	5
Non-Economically Disadvantaged	49	1828	38950				627	651	618	9	2	5	9	6	9	68	75	73	14	17	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2756	76019	98	100	100	497	513	499	10	9	14	40	32	39	20	16	14	29	43	33
All Students (Prior Year)	122	2748	76230	100	100	100	512	513	498	7	7	12	31	32	38	15	13	12	47	49	37
Female	58	1336	37207	98	99	100	497	511	499	14	9	12	35	34	41	19	16	14	32	41	33
Male	55	1408	38677	98	99	100	497	515	498	6	9	15	46	31	38	21	15	13	27	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	28	539	29458	97	98	100	484	476	480	8	26	20	58	42	48	25	12	12	8	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	73	1990	35880	94	99	100	500	521	515	11	5	7	37	30	32	18	16	16	34	49	45
Students with Disabilities	15	371	9786	100	100	100	461	469	457	33	29	39	47	45	40	13	11	7	7	14	13
Students without Disabilities	98	2385	66233	98	99	99	503	517	503	6	7	11	39	31	39	21	16	14	33	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	50	805	35714				488	481	480	15	22	20	47	42	47	13	14	12	26	22	20
Non-Economically Disadvantaged	63	1951	40266				505	524	513	6	5	9	35	29	33	26	16	15	32	50	43

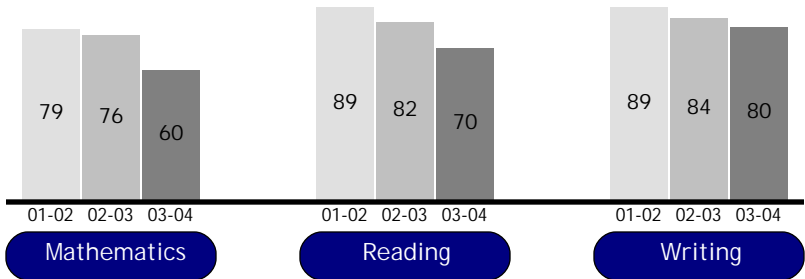
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2754	76020	98	100	100	500	510	503	27	17	25	17	18	23	50	47	40	6	18	12
All Students (Prior Year)	122	2755	76202	100	100	100	506	513	505	15	11	19	19	20	24	55	51	46	10	18	11
Female	58	1335	37213	98	99	100	500	511	504	23	15	22	21	19	23	51	47	42	5	19	13
Male	55	1407	38666	98	99	100	500	509	501	31	19	29	13	16	22	48	48	38	8	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	28	537	29442	97	98	99	496	494	494	33	40	37	21	23	26	42	31	31	4	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	73	1990	35890	94	99	100	501	514	511	23	11	15	18	16	20	52	52	48	7	21	18
Students with Disabilities	15	372	9784	100	100	100	484	490	485	60	46	58	20	24	19	20	25	19	0	5	4
Students without Disabilities	98	2382	66236	98	98	99	503	512	504	21	14	23	17	17	23	54	49	42	7	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	50	802	35703				495	494	494	34	37	37	23	25	26	40	33	31	2	6	6
Non-Economically Disadvantaged	63	1952	40274				504	515	509	21	10	17	13	15	20	56	52	47	10	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2748	75673	97	99	100	536	558	530	9	7	12	20	18	25	66	68	58	5	7	4
All Students (Prior Year)	116	2708	74692	96	99	99	506	519	502	13	10	18	25	22	27	56	56	47	6	12	8
Female	57	1333	37099	97	99	100	553	572	548	7	5	8	16	14	22	71	73	64	5	8	6
Male	55	1403	38441	98	99	99	518	543	513	12	9	16	25	22	29	60	64	52	4	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	28	535	29305	97	98	99	502	508	507	13	17	16	25	29	31	63	51	51	0	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	72	1989	35760	92	99	99	548	568	550	8	5	9	18	15	21	67	73	64	7	7	6
Students with Disabilities	15	369	9706	100	100	100	460	486	462	20	22	36	47	31	32	33	46	31	0	1	1
Students without Disabilities	97	2379	65967	97	98	99	548	564	536	8	5	10	16	17	25	71	70	60	5	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	50	800	35541				526	511	504	11	15	17	23	29	31	64	54	50	2	2	2
Non-Economically Disadvantaged	62	1948	40091				544	574	550	8	4	9	18	15	21	67	73	64	7	8	6

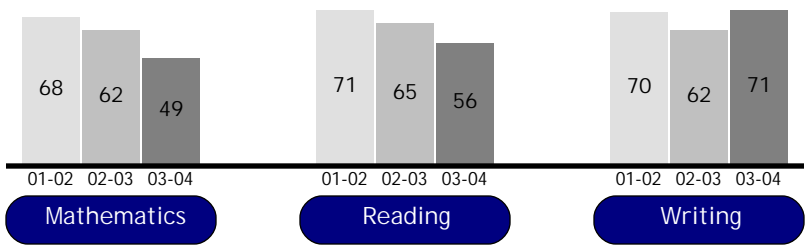
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	42	54	44	96	59	61	50	100	56	NA	58
	Language	98	32	48	39	98	50	54	43	100	44	59	50
	Mathematics	98	47	57	52	98	67	67	57	100	57	68	64
3	Reading	91	52	55	43	90	49	60	47	98	44	NA	55
	Language	91	61	63	50	93	54	64	54	98	53	69	61
	Mathematics	91	59	61	50	89	63	66	54	97	56	69	61
4	Reading	91	61	63	47	97	62	65	52	94	52	NA	56
	Language	91	55	59	45	99	53	60	48	98	47	63	52
	Mathematics	91	64	65	52	100	66	69	57	98	66	72	61
5	Reading	89	56	62	46	97	59	64	50	99	55	NA	55
	Language	89	46	57	43	99	58	58	46	99	47	60	49
	Mathematics	89	59	68	54	99	69	69	57	99	66	72	63
6	Reading	88	55	65	49	98	53	67	53	98	60	NA	56
	Language	88	54	59	42	97	52	60	45	97	55	61	48
	Mathematics	88	68	73	58	96	68	74	62	98	68	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Indian Bend Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Extracurricular Activities
- ü Student Discipline
- ü Promotion/Retention Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	55.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	9	3	0	0
7 to 9 years	6	6	0	0
10 or more years	3	18	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Math Lab
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Band
- ü Strings
- ü Chorus
- ü Mariachi Band
- ü Phoenix Activity City (PAC)
- ü Extended Day Homework Club

Social Services

- ü Counseling & Parenting Programs
- ü Lunch Program
- ü Room Service Breakfast Program
- ü On-site Day Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Indian Bend has a National Board Certified Teacher on staff.
- ü Three teachers have been President of the Greater Paradise Valley Reading Council. Three teachers have served as Vice-President, and one teacher has served as Secretary. Currently one teacher is serving as President and one as Vice President.
- ü Nominated for Distinguished Title I school for 2003-2004 school year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	54	57
Grades 3-4	74	69
Grades 4-5	62	76
Grades 5-6	63	71

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Evacuation and fire drills are conducted monthly as required plus two lockdown drills per year. All classroom doors are locked and visitors are required to sign in. We have a crisis team. Our students are provided with Bullies & Victims training.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Ibi Davila Haghighat	(602) 493-6140
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Parent Teacher Association	(602) 493-6140
Student Health/Nurse	Beverly Hawley	(602) 493-6143

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.